

Common Tasks: English Language Arts

The Rhode Island Skills Commission

Explanation and Considerations for Use

The Rhode Island Skills Commission has developed English Language Arts common tasks as part of the Certificate of Initial Mastery (CIM) process. These common tasks have been developed by task specialists and are aligned to appropriate standards. For information about how these common tasks were developed, see “Sample Process for Writing Tasks”. For more detailed information about administering common tasks in classrooms, see “Guidelines for Administering Common Tasks”.

ELA common tasks can be used by districts in partial fulfillment of a student’s graduation portfolio requirements. For more information, contact the Rhode Island Skills Commission at (401) 222-8417.

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<http://www.ride.ri.gov/highschoolreform/dslat/>
October, 2005



English Language Arts

Extended Task # 2

Persuasive Essay

Being There, Getting There

2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of Graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- Restates or summarizes information;
- Relates new information to prior knowledge and experience;
- Extends ideas;
- Makes connections to related topics or information;

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- Grammar;
- Paragraph structure;
- Punctuation;
- Sentence construction;
- Spelling;
- Usage.

E4b The student analyzes and subsequently revises work to clarify or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- Adding or deleting details and/or explanations;
- Clarifying difficult passages;
- Rearranging words, sentences, and paragraphs to improve or clarify meaning;
- Sharpening the focus;
- Reconsidering the organizational structure;
- Rethinking and/or rewriting the piece in light of different audiences and purposes.

A3a The student gathers information to assist in completing project work; that is, the student:

- Identifies potential sources of information to assist in completing the project;
- Uses appropriate techniques to collect the information;
- Interprets and analyzes the information;
- Evaluates the information in terms of completeness, relevance, and validity;
- Shows evidence of research in the completed project.

A3c The student uses word-processing software to produce a multi-page document; that is, the student:

- Uses features of the software to create and edit the document;

Standards and Indicators	Grade Span Expectations
<p>E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work</p>	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by... (R-10-8.1-8.5)</p>
<p>E2e – The student produces a persuasive essay that: engages the reader</p> <ul style="list-style-type: none"> Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; Develops a controlling idea that makes a clear and knowledgeable judgment; Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively; Includes appropriate information and arguments; Excludes information and arguments that are irrelevant; Anticipates and addresses reader concerns and counter-arguments; Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes; Provides a sense of closure to writing. 	<p>W-10-6 In informational writing, students organize ideas/concepts by... (W-10-6.1-6.6)</p> <p>W-10-7 In informational writing, students effectively convey purpose by...(W-10-7.2-7.5)</p> <p>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by... (W-10-8.1-8.5)</p>
<p>E4a – The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by... (W-10-1.1-1.4)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions ... (W-10-9.1-9.5)</p>
<p>E4b -The student analyzes and subsequently revises work to clarify it or make it more effective</p>	<p>W-10-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce</p>

in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Adding or deleting details; adding or deleting explanations; clarifying difficult passages; rearranging words, sentences, and paragraphs to improve or clarify meaning; sharpening the focus; reconsidering the organizational structure; rethinking and/or rewriting the piece in light of different audiences and purposes.

final drafts of written products.

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Reading and interpreting task prompts;
- Utilizing process writing stages: Encouraging students to formulate their thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Develop a controlling idea (thesis);
- Find, select, and cite evidence in appropriate MLA format;
- Use a range of strategies to elaborate ideas and persuade their audience;
- Engage the reader by using a variety of strategies throughout;
- Create an organized structure from beginning to end;
- Demonstrate control of the English language;
- Provide convincing evidence that the revisions significantly improved the clarity and impact of the writing.

Prior to Beginning This Task

- Clarify that the final essay will be scored only if the first draft with evidence of editing is also submitted in the task booklet;
- Read and discuss the rubric, pointing out the most important criteria of the rubric;
- Provide opportunities for students to practice proper MLA formatting. Refer to the [MLA Handbook for Writers of Research Papers](#), 6th ed. by Joseph Gibaldi as well as the MLA examples included in the Teacher Task Manual.

Teacher Directions: Administering the Task

Task Administration Directions:

- Prior to administering the extended task, familiarize yourself with the Teacher Manual.
- Be sure your students have been instructed on the persuasive essay structure and researching techniques.
- This extended task should take two to four weeks to complete.
- While this is an independent task, **teachers must conference individually with students** prior to submission of the final version. In addition, students should be provided class time to work with the teacher for any of the following as needed: research, writing, conferencing about the first draft, and revising.
- The use of word processing is **mandatory**. The final draft must be double-spaced in Times New Roman font with 12 point type size.
- A first draft with evidence of revisions and the final copy must be stapled to the task booklet **with the final copy on top**.
- Modifications for task administration for Individual Educational Plans or 504 Plans, and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Student Directions

For this task, you will be asked to write a persuasive multi-page response to the prompt. Begin by carefully reading the student directions, the prompt, and the rubric.

- You will have two to four weeks to complete this task.
- This is an independent task. You must research, write, conference with your teacher, and revise your work.
- The use of word processing is **mandatory**. The final draft must be double-spaced in Times New Roman font with 12 point type size.
- You must staple your rough draft with evidence of revisions and the final copy to the task booklet **with the final copy on top**.
- You must cite your sources using proper MLA format and include a Works Cited page.

Any research that is not appropriately documented will be considered plagiarized, and the task will not be scored. MLA format must be used. Please refer to the MLA Handbook for Writers of Research Papers, 6th ed. by Joseph Gibaldi.

Task Prompt

Research has shown that there is a direct correlation between students' attendance and their success in school. Rhode Island legislators are considering a bill that would require students to follow their districts' attendance policies to earn and maintain their licenses.

Prompt: *Write a persuasive essay based on research that will convince the legislators that your position is a clear and knowledgeable assessment of the topic.*

Your personal essay must include at least three to five sources using at least two different types of the following: textbooks, magazine articles, on-line materials, expert interviews, visual and audio materials, functional documents, and public documents to support your essay.

Remember: Your task is to convince your audience to take your position on this issue by using the evidence you have researched such as facts, descriptions, examples, counter arguments, or a scenario.

English Language Arts - Extended Task
Persuasive Essay - Being There, Getting There

Scorer 1

The rubric explains the elements of the prompt and standards that should be in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard for all expectations.**

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
* Engages and orients the reader	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis that address the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis and develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but is weak or confusing.</p> <p>Advances an inaccurate or very weak thesis /controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis/controlling idea in relation to the prompt.</p>
* Provides evidence/analysis	<p>Effectively supports valid arguments with detailed evidence.</p> <p>Quality and/or quantity of evidence cited exceeds the demands of the prompts.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses several counterpoints and advances arguments in support of the thesis.</p> <p>Selects a range of relevant strategies to persuade, such as definitions, descriptions, illustrations, examples from evidence and anecdotes.</p>	<p>Supports valid arguments with evidence.</p> <p>Evidence cited meets the demands of the prompt.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses at least one counterpoint and advances an argument in support of the thesis.</p> <p>Uses several strategies to persuade, such as definitions, descriptions, illustrations, examples from evidence and anecdotes.</p>	<p>Attempts to support arguments but some evidence lacks clarity or accuracy.</p> <p>Evidence cited meets a portion of the demands of the prompt.</p> <p>Lacks clarity in analysis.</p> <p>Lacks a clear counterpoint and/or argument in support of the thesis.</p> <p>Uses unclear or ineffective strategies to persuade.</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Evidence cited meets few of the demands of the prompt.</p> <p>Most interpretations are inaccurate.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no evidence cited.</p> <p>Little or no analysis.</p> <p>No clear counterarguments and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>

English Language Arts - Extended Task
Persuasive Essay - Being There, Getting There

<p>* Creates an organizing structure</p>	<p>The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure.</p> <p>Uses varied sentence structure to enhance meaning.</p> <p>Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions skillfully.</p> <p>Purpose, audience, and context are skillfully addressed.</p>	<p>The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure.</p> <p>Uses appropriate sentence structure to enhance meaning.</p> <p>Uses organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions appropriately.</p> <p>Purpose, audience and context are effectively addressed.</p>	<p>The response is not clearly organized or not organized throughout.</p> <p>Some components are ineffective.</p> <p>Purpose, audience and context are not successfully addressed.</p>	<p>The response is not organized. Most of the components are ineffective.</p> <p>Purpose, audience and/or context are not addressed.</p>	<p>The response is incoherent. The components are missing.</p> <p>Purpose, audience and context are not addressed.</p>
<p>* Demonstrates control of English language conventions.</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>	<p>Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Work is incoherent.</p>
<p>* Demonstrates use of MLA Documentation</p>	<p>All MLA conventions are followed accurately.</p>	<p>Minor errors in the MLA format do not compromise information regarding sources.</p>	<p>Many errors in MLA format compromise information regarding sources.</p>	<p>Major errors in MLA format compromise information regarding sources.</p>	<p>No evidence of documentation</p>

Comments _____

Score _____ Scorer's Initials _____

Scorer 2

The rubric explains the elements of the prompt and standards that should be in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard for all expectations.**

Expectations and Standards	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
* Engages and orients the reader	Skillfully establishes a context and engages the reader. Advances an insightful or complex thesis that address the prompt.	Clearly establishes a context and engages the reader. Advances a valid thesis and develops a controlling idea that addresses the prompt.	Attempts to establish context and engage the reader, however introduction is not entirely clear. Advances an incomplete thesis/controlling idea in relation to the prompt.	Attempts to establish context, but is weak or confusing. Advances an inaccurate or very weak thesis /controlling idea in relation to the prompt.	Fails to establish context. Lacks a thesis/controlling idea in relation to the prompt.
* Provides evidence/analysis	Effectively supports valid arguments with detailed evidence. Quality and/or quantity of evidence cited exceeds the demands of the prompts. Analyzes evidence in relation to the thesis. Addresses several counterpoints and advances arguments in support of the thesis. Selects a range of relevant strategies to persuade, such as definitions, descriptions, illustrations, examples from evidence and anecdotes.	Supports valid arguments with evidence. Evidence cited meets the demands of the prompt. Analyzes evidence in relation to the thesis. Addresses at least one counterpoint and advances an argument in support of the thesis. Uses several strategies to persuade, such as definitions, descriptions, illustrations, examples from evidence and anecdotes.	Attempts to support arguments but some evidence lacks clarity or accuracy. Evidence cited meets a portion of the demands of the prompt. Lacks clarity in analysis. Lacks a clear counterpoint and/or argument in support of the thesis. Uses unclear or ineffective strategies to persuade.	Most arguments are not supported with valid or clear evidence. Evidence cited meets few of the demands of the prompt. Most interpretations are inaccurate. Little or no attempt at counterpoint and rebuttal. Little attempt at using strategies to persuade.	Little or no evidence to support arguments. Little or no evidence cited. Little or no analysis. No clear counterarguments and/or rebuttal. Little or no attempt at using strategies to persuade.

English Language Arts - Extended Task
Persuasive Essay - Being There, Getting There

* Creates an organizing structure	<p>The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure.</p> <p>Uses varied sentence structure to enhance meaning.</p> <p>Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions skillfully.</p> <p>Purpose, audience, and context are skillfully addressed.</p>	<p>The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure.</p> <p>Uses appropriate sentence structure to enhance meaning.</p> <p>Uses organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions appropriately.</p> <p>Purpose, audience and context are effectively addressed.</p>	<p>The response is not clearly organized or not organized throughout.</p> <p>Some components are ineffective.</p> <p>Purpose, audience and context are not successfully addressed.</p>	<p>The response is not organized. Most of the components are ineffective.</p> <p>Purpose, audience and/or context are not addressed.</p>	<p>The response is incoherent. The components are missing.</p> <p>Purpose, audience and context are not addressed.</p>
* Demonstrates control of English language conventions.	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>	<p>Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Work is incoherent.</p>
* Demonstrates use of MLA documentation	<p>All MLA conventions are followed accurately.</p>	<p>Minor errors in the MLA format do not compromise information regarding sources.</p>	<p>Many errors in MLA format compromise information regarding sources..</p>	<p>Major errors in MLA format compromise information regarding sources.</p>	<p>No evidence of documentation</p>

Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task #1
Response to Literature — Poetry
Boy at the Window
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
---------------------------	--	--	--	--

School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2b The student produces a response to literature that:

- Engages the reader through establishing a context and otherwise developing reader interest;
- Advances a judgment that is interpretive, analytic, evaluative, or reflective;
- Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge;
- Demonstrates understanding of the literary work through suggesting an interpretation;
- Anticipates and answers the reader's questions;
- Provides a sense of closure to the writing.

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:

- Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism.
- Evaluates the impact of author's decisions regarding word choice, style, content, and literary elements.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.

Standard and Indicators Assessed	
<p>E2b The student produces a response to literature that:</p> <ul style="list-style-type: none"> Engages the reader through establishing a context and otherwise developing reader interest; Advances a judgment that is interpretive, analytic, evaluative, or reflective; Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge; Demonstrates understanding of the literary work through suggesting an interpretation; Anticipates and answers the reader's questions; Provides a sense of closure to the writing. 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...(W-10-2.3)</p> <ul style="list-style-type: none"> W-10-3 In response to literary or informational text, students make and support analytical judgments about text by...(W-10-3.1a-3.4)
<p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:</p> <ul style="list-style-type: none"> Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism. Evaluates the impact of author's decisions regarding word choice, style, content, and literary elements. 	<p>R-10-4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5)</p> <p>R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5)</p> <p>R-10-6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1)</p> <p>R-10-16 Generate a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p> <ul style="list-style-type: none">
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1-1.2)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...(W-10-9.1-9-5)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: Encourage students to formulate their thoughts before writing by developing an outline, map, or other graphic organizer, and use revision strategies;
- Extracting direct quotations from the text to support their interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Reviewing examples of poetic devices and how they contribute to a poem's overall meaning;
- Using rubrics for checking one's own work and determining what makes a good response.

Specific Planning for Responding to Poetry

To be successful at this task, be sure your students have experience writing pieces that:

- Create strong interpretive responses;
- Identify and interpret the central theme(s) of poems using evidence from the text ;
- Recognize and interpret an author's use of poetic devices such as imagery, symbolism, personification, simile, metaphor, form, and/or free verse.

Prior to Giving this Task

- Clarify that only the final essay will be scored not the pre-writing activities;
- Make sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet;
- **Read and discuss the rubric before working on the task**, pointing out its most important criteria.
- Read poem out loud to students.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans or 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

To successfully complete this task, you should:

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric.
- **Ask questions about the task and rubric, if needed.**
- Read and interpret this prompt, take notes and annotate.
- Formulate your thoughts prior to writing by developing an outline, brainstorming, mapping, using graphic organizers, or other technique.
- Take notes in the margins or underline words and phrases that help you to understand the poem.
- Include all of the elements of the prompt in your writing.

Note the following:

- You must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Make notations directly on the selection.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the booklet.
- Only the final essay will be scored, not any pre-writing activities.

Task Prompt

Prompt: After hearing “Boy at the Window” by Richard Wilbur, read it again to yourself. Then compose an essay that responds to the following question.

What is the author’s theme and how does the author use literary devices to establish the theme?

Theme: a central idea, message, concern, or purpose in literary work, which may be stated directly or indirectly.

Be certain to create an organizing structure in your essay in which you:

- **Identify and explain the significance of the author’s theme;**
- **Explain how the literary devices used in this poem help the author express the theme;**
- **Use evidence to support your analysis.**

Literary Devices

- **Allusion:** a reference to a familiar person, place or thing.
- **Imagery:** description that has to do with the five senses.
- **Irony:** the opposite of what is expected occurs.
- **Personification:** the attribution of human qualities to inanimate objects.
- **Simile:** a figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words “like” or “as”) to clarify or enhance an image.

Remember: Your essay *MUST* provide quotes as well as identify and explain the significance of the author’s theme and the literary devices used to express that theme.

Boy at the Window *by Richard Wilbur*

- 1 Seeing the snowman standing all alone
 In dusk and cold is more than he can bear.
 The small boy weeps to hear the wind prepare
 A night of gnashings* and enormous moan.
- 5 His tearful sight can hardly reach to where
 The pale-faced figure with bitumen* eyes
 Returns him such a god-forsaken stare
 As outcast Adam gave to Paradise.
- The man of snow is, nonetheless, content,
10 Having no wish to go inside and die.
 Still, he is moved to see the youngster cry.
 Though froze water is his element,
 He melts enough to drop from one soft eye
 A trickle of the purest rain, a tear
- 15 For the child at the bright pane surrounded by
 Such warmth, such light, such love, and so much fear.

Definitions *bitumen — soft coal
 *gnash — clench, grind

“Boy at the Window” by Richard Wilbur. *The Internet Poetry Archive*. University of North Carolina Press, 1994.

[illegible]

[illegible]

[illegible]

[illegible]

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “ Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context.</p> <p>Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context.</p> <p>And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context.</p> <p>And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets several different literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets the appropriate literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Attempts to interpret literary devices in relation to prompt.</p> <p>May include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets few literary devices in relation to prompt.</p> <p>May include several inaccurate interpretations.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt.</p> <p>Interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Boy at the Window

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “ Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context.</p> <p>Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context.</p> <p>And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context.</p> <p>And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets at least four of of the literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets three of the literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and interprets two of the literary devices in relation to prompt, or may include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets one or two of the literary devices in relation to prompt, or may include several inaccuracies.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt, or interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Boy at the Window

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task
Reflective Essay
"Down and Out"
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																	
Last Name																	

Year of graduation				
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School																	
Teacher																	

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

This task assesses the student's ability to produce a **reflective essay**.

E2f The student produces a reflective essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Analyzes a condition or situation of significance;
- Develops a commonplace, concrete occasion as the basis for the reflection;
- Creates an organizing structure appropriate to purpose and audience;
- Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, and creating a scenario;
- Provides a sense of closure to the writing.

The task also assesses standard:

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.

Standards and Indicators

Grade Span Expectations

<p>E2f The student produces a reflective essay that</p> <ul style="list-style-type: none"> Engages the reader by establishing a context and otherwise developing student interest; Analyzes a condition or situation of significance; Develops a commonplace, concrete occasion as the basis for the reflection; Creates an organizing structure appropriate to purpose and audience Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming describing, and creating a scenario: Provides a sense of closure to the writing 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-14 In Reflective writing, students explore and share thoughts, observations, and impressions by ... (W-10-14.1, .2, .3, .4, .5)</p> <p>W-10-1 Student demonstrates command of the structure of sentences, paragraphs, and text by... (W-10-1.1, .2, .3, .4)</p>
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work:</p> <p>Grammar, paragraph structure, punctuation, sentence construction, spelling and usage</p>	<p>W-10-1 Student demonstrates command of the structure of sentences, paragraphs, and text by... (W-10-1.1, .2, .3, .4)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by ... (W-10-9.1, .2, 4)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Extracting quotations from the text to support student's interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response to literature.

Genre Specific Planning

To be successful at this task, students must:

- Be familiar with reflective writing and its components;
- Have an understanding of first person point of view (although it can be written in third person point of view if a persona is created);
- Clearly identify a condition, situation, or an issue;
- Create a context for the reflection;
- Be able to analyze the issue using writing strategies such as comparing and contrasting, drawing from personal experience, referring to historical happenings and/or literature, and explaining personal and/or universal implications.

Prior to Giving this Task

- **Read and discuss the rubric**, pointing out the most important criteria of the rubric;
- Clarify that only the final essay will be scored, not the pre-writing activities;
- Be sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet. Pre-writing paper should be discarded.

Teacher Directions: Administering the Task

Task Administration Directions:

- Students must work alone on the task.
- A dictionary and/or thesaurus is allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans, 504 Plans, and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

Be sure that your writing considers the following as you construct this reflective essay:

Select a situation of importance that clearly demonstrates a connection to the quote.

Engage your reader by:

- Creating an interesting opening;
- Demonstrating a clear concept of time and place;
- Analyzing your chosen topic fully;
- Using a range of writing strategies that may include comparing and contrasting, using concrete details, description, or creating a scenario;

Reminder: Be sure to use an organizing structure that contains an opening, body, and closure.

Task Prompt

“Nobody knows you when you’re down and out
In your pocket you haven’t got a penny
As for your friends, you ain’t got any.”

Jimmie Cox

After reading the selection above, reflect on your reactions regarding its meaning. Then, select a significant situation or event in your life, the life of someone close to you, or the life of a character from literature that provides an example of your feelings. Write a reflective essay that analyzes the relationship between this quotation and the specific situation, person, or character you have chosen.

Remember: A reflection is not a report of factual information. It is an expression of your beliefs, perceptions, and feelings about an experience or situation.

[illegible]

[illegible]

[illegible]

[illegible]

English Language Arts – On Demand Task
Reflective Essay “Down and Out”

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p style="text-align: center;">*</p> <p>Engages the reader by establishing a context and analyzing a situation</p>	<p>Effectively identifies a condition, a situation, or an issue that addresses the prompt.</p> <p>Insightful analysis conveys significance of the condition, situation, or issue.</p>	<p>Clearly identifies a condition, a situation, or an issue that addresses the prompt.</p> <p>Analysis conveys significance of the condition, situation, or issue.</p>	<p>Identifies a condition, a situation, or an issue but does not adequately address the prompt.</p> <p>Attempts to convey analysis.</p>	<p>Identifies a condition, a situation, or an issue but does not address the prompt.</p> <p>Lacks analysis.</p>	<p>Fails to identify a condition, a situation, or an issue of significance.</p>
<p style="text-align: center;">*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario,</p> <p>OR</p> <p>Masterfully uses a more limited range of writing strategies.</p>	<p>Accurately selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario,</p> <p>OR</p> <p>Accurately and effectively uses a more limited range of writing strategies.</p>	<p>Attempts to use a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario.</p> <p>OR</p> <p>Ineffectively uses a limited range of writing strategies.</p>	<p>Writing strategies are used ineffectively.</p>	<p>There is no attempt to use a range of writing strategies.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Reflective Essay "Down and Out"

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments:

Score: _____

Scorer's Initials: _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages the reader by establishing a context and analyzing a situation	Effectively identifies a condition, a situation, or an issue that addresses the prompt. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, a situation, or an issue that addresses the prompt. Analysis conveys significance of the condition, situation, or issue.	Identifies a condition, a situation, or an issue but does not adequately address the prompt. Attempts to convey analysis.	Identifies a condition, a situation, or an issue but does not address the prompt. Lacks analysis.	Fails to identify a condition, a situation, or an issue of significance.
* Uses a range of writing strategies	Skillfully selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Masterfully uses a more limited range of writing strategies.	Accurately selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Accurately and effectively uses a more limited range of writing strategies.	Attempts to use a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario. OR Ineffectively uses a limited range of writing strategies.	Writing strategies are used ineffectively.	There is no attempt to use a range of writing strategies.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.

English Language Arts - On Demand Task
Reflective Essay "Down and Out"

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments:

Score: _____

Scorer's Initials: _____

English Language Arts
On-Demand Task #1
Response to Literature — Poetry
Dreams
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																	
Last Name																	

Year of graduation				
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School																	
Teacher																	

	Month			Day			Year	
Today's Date			/			/		

Standard and Indicators Assessed	
<p>E2b The student produces a response to literature that:</p> <ul style="list-style-type: none"> Engages the reader through establishing a context and otherwise developing reader interest; Advances a judgment that is interpretive, analytic, evaluative, or reflective; Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge; Demonstrates understanding of the literary work through suggesting an interpretation; Anticipates and answers the reader's questions; Provides a sense of closure to the writing. 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...(W-10-2.3)</p> <ul style="list-style-type: none"> W-10-3 In response to literary or informational text, students make and support analytical judgments about text by...(W-10-3.1a-3.4)
<p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:</p> <ul style="list-style-type: none"> Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism. Evaluates the impact of author's decisions regarding word choice, style, content, and literary elements. 	<p>R-10-4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5)</p> <p>R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5)</p> <p>R-10-6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1)</p> <p>R-10-16 Generate a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p> <ul style="list-style-type: none">
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1-1.2)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...(W-10-9.1-9.5)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: Encourage students to formulate their thoughts before writing by developing an outline, map, or other graphic organizer, and use revision strategies;
- Extracting direct quotations from the text to support their interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Reviewing examples of poetic devices and how they contribute to a poem's overall meaning;
- Using rubrics for checking one's own work and determining what makes a good response.

Specific Planning for Responding to Poetry

To be successful at this task, be sure your students have experience writing pieces that:

- Create strong interpretive responses;
- Identify and interpret the central theme(s) of poems using evidence from the text ;
- Recognize and interpret an author's use of poetic devices such as imagery, symbolism, personification, simile, metaphor, form, and/or free verse;

Prior to Giving this Task

- Clarify that only the final essay will be scored not the pre-writing activities;
- Make sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet;
- **Read and discuss the rubric before working on the task**, pointing out its most important criteria.
- Read poem out loud to students.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans or 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

To successfully complete this task, you should:

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric.
- **Ask questions about the task and rubric, if needed.**
- Read and interpret this prompt, take notes and annotate.
- Formulate your thoughts prior to writing by developing an outline, brainstorming, mapping, using graphic organizers, or other technique.
- Take notes in the margins or underline words and phrases that help you to understand the poem.
- Include all of the elements of the prompt in your writing.

Note the following:

- You must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Make notations directly on the selection.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the booklet.
- Only the final essay will be scored, not any pre-writing activities.

Task Prompt

Prompt: After hearing “Dreams” by Langston Hughes, read it again to yourself. Then, compose an essay that responds to the following questions.

What is the author’s theme and how does the author use literary devices to establish the theme?

Theme: a central idea, message, concern, or purpose in literary work, which may be stated directly or indirectly.

Be certain to create an organizing structure in your essay in which you:

- **Identify and explain the significance of the author’s theme;**
- **Explain how the literary devices used in this poem help the author express the theme;**
- **Use evidence to support your analysis.**

Literary Devices

- **Imagery:** description that has to do with the five senses.
- **Metaphor:** a figure of speech in which one thing is described in terms of another to make an implicit comparison – that is, a comparison that does not use words such as “like” or “as”.
- **Mood:** the atmosphere or feeling created by a literary work, partly by a description of the object or by the style of the descriptions. A work may contain a mood of horror, mystery, holiness, or childlike simplicity, to name a few, depending on the author’s treatment of the work.
- **Personification:** the attribution of human qualities to inanimate objects.
- **Repetition:** a word, phrase, or a group of lines that is repeated, for effect, several times in a poem.

Remember: Your essay *MUST* provide evidence, as well as, identify and explain the significance of the author’s theme and the literary devices used to express that theme.

Dreams *by Langston Hughes*

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

“Dreams” by Langston Hughes. Vintage Classics, a division of Vintage Books USA, New York, 1995.

[illegible]

[illegible]

[illegible]

[illegible]

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “ Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context.</p> <p>Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context.</p> <p>And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context.</p> <p>And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets several different literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets the appropriate literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Attempts to interpret literary devices in relation to prompt.</p> <p>May include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets few literary devices in relation to prompt.</p> <p>May include several inaccurate interpretations.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt.</p> <p>Interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Dreams

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “ Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context.</p> <p>Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context.</p> <p>And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context.</p> <p>And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets at least four of of the literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets three of the literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and interprets two of the literary devices in relation to prompt, or may include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets one or two of the literary devices in relation to prompt, or may include several inaccuracies.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt, or interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Dreams

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task # 5
Persuasive Essay
Driving Requirements
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Standards and Indicators

Grade Span Expectations

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.

W-10-6 In informational writing, students organize ideas/ concepts by ...W-10-6.1to 10-6.4

W-10 7 In informational writing, students effectively convey purpose by... (W-10-7.2 to 10-7/5)

W-10-8 In informational writing, students demonstrate use of range of elaboration strategies by ...10-8.2-8.5

W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...10-9.1, 9.2 ,9.4, 9.5

W-10-1 Students demonstrate command of the structures of sentences, paragraphs and text.

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Reading and interpreting task prompts;
- Process writing stages: Formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Writing hooks and leads that engage the reader and connect to the response's context;
- Using rhetorical strategies;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Develop a controlling idea/position statement (thesis);
- Include appropriate evidence;
- Use a range of strategies to elaborate ideas and persuade their audience;
- Engage the reader by using a variety of strategies, i.e., anecdotes, statistics, loaded language, facts, details, descriptions, examples, compare/contrast, emotional appeal, counterargument, rebuttal, scenarios etc.
- Create an organized structure from beginning to end;
- Demonstrate control of the English language.

Prior to giving this task

- Review the prompt and rubric to understand which indicators of the standard will be assessed;
- Read and discuss the rubric before working on a task, pointing out the most important criteria of the rubric.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- A dictionary or thesaurus is allowed.
- Essays must be hand-written in the task booklet. If the student uses additional paper, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plan, 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 90 minutes.

Student Directions

For this task, you will be asked to write a multi-paragraph response to the prompt. Begin by carefully reading the student directions, prompt, and rubric.

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric and the demands of the prompt.

You must provide the following:

- You must work alone on the task.
- A dictionary and/or thesaurus is allowed.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the task booklet.
- Only the final essay will be scored, not your pre-writing activities.

Task Prompt

Prompt: The RI legislature is considering a change in the teenage driving requirements to include the following rule:
Students who wish to enroll in a driver's education course must currently be passing each individual class with a minimum grade of 70.

Take a stand on this issue and write an essay to convince your reader of your position. Use evidence from real life and/or prior knowledge to support your position.

Remember: Your task is to convince your audience to take your position on this issue by using evidence such as facts, descriptions, examples, counter arguments/or a scenario.

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but it is weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses several counterpoints and advances respective rebuttals.</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence, citing sources of information when appropriate.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses at least one counterpoint and advances a respective rebuttal.</p> <p>Uses at least one strategy to persuade, e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citation.</p> <p>Lacks clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade.</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - Driving Requirements

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but it is weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses several counterpoints and advances respective rebuttals.</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence, citing sources of information when appropriate.</p> <p>Analyzes evidence in relation to the thesis.</p> <p>Addresses at least one counterpoint and advances a respective rebuttal.</p> <p>Uses at least one strategy to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citations.</p> <p>Lack of clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - Driving Requirements

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task #1
Response to Literature — Poetry
Dream Deferred
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standard and Indicators Assessed	
<p>E2b The student produces a response to literature that:</p> <ul style="list-style-type: none"> Engages the reader through establishing a context and otherwise developing reader interest; Advances a judgment that is interpretive, analytic, evaluative, or reflective; Supports a judgment through references to text, references to other works, authors, or non print media, or references to personal knowledge; Demonstrates understanding of the literary work through suggesting an interpretation; Anticipates and answers the reader's questions; Provides a sense of closure to the writing. 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...(W-10-2.3)</p> <ul style="list-style-type: none"> W-10-3 In response to literary or informational text, students make and support analytical judgments about text by...(W-10-3.1a-3.4)
<p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:</p> <ul style="list-style-type: none"> Interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism. Evaluates the impact of author's decisions regarding word choice, style, content, and literary elements. 	<p>R-10-4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5)</p> <p>R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...(R-10-5.4-5.5)</p> <p>R-10-6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1)</p> <p>R-10-16 Generate a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p> <ul style="list-style-type: none">
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1-1.2)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...(W-10-9.1-9.5)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: Encourage students to formulate their thoughts before writing by developing an outline, map, or other graphic organizer, and use revision strategies;
- Extracting direct quotations from the text to support their interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Reviewing examples of poetic devices and how they contribute to a poem's overall meaning;
- Using rubrics for checking one's own work and determining what makes a good response.

Specific Planning for Responding to Poetry

To be successful at this task, be sure your students have experience writing pieces that:

- Create strong interpretive responses;
- Identify and interpret the central theme(s) of poems using evidence from the text ;
- Recognize and interpret an author's use of poetic devices such as imagery, symbolism, personification, simile, metaphor, form, and/or free verse;

Prior to Giving this Task

- Clarify that only the final essay will be scored not the pre-writing activities;
- Make sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet;
- **Read and discuss the rubric before working on the task**, pointing out its most important criteria.
- Read poem out loud to students.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans or 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

To successfully complete this task, you should:

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric.
- **Ask questions about the task and rubric, if needed.**
- Read and interpret this prompt, take notes and annotate.
- Formulate your thoughts prior to writing by developing an outline, brainstorming, mapping, using graphic organizers, or other technique.
- Take notes in the margins or underline words and phrases that help you to understand the poem.
- Include all of the elements of the prompt in your writing.

Note the following:

- You must work alone on the task.
- Dictionaries and/or thesauruses are allowed.
- Make notations directly on the selection.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the booklet.
- Only the final essay will be scored, not any pre-writing activities.

Task Prompt

Prompt: After hearing “Dream Deferred” by Langston Hughes, read it again to yourself. Next, compose an essay that responds to the following questions.

What is the author’s theme and how does the author use literary devices to establish the theme?

Theme: a central idea, message, concern, or purpose in literary work, which may be stated directly or indirectly.

Be certain to create an organizing structure in your essay in which you:

- **Identify and explain the significance of the author’s theme;**
- **Explain how the literary devices used in this poem help the author express the theme;**
- **Use evidence to support your analysis.**

Literary Devices

- **Imagery:** description that has to do with the five senses.
- **Mood:** the atmosphere or feeling created by a literary work, partly by a description of the object or by the style of the descriptions. A work may contain a mood of horror, mystery, holiness, or childlike simplicity, to name a few, depending on the author’s treatment of the work.
- **Personification:** the attribution of human qualities to inanimate objects.
- **Simile:** a figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words “like” or “as”) to clarify or enhance an image.

Remember: Your essay *MUST* provide evidence as well as identify and explain the significance of the author’s theme and the literary devices used to express that theme.

Dream Deferred by *Langston Hughes*

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester or a sore-
And then run?
Does it stink like rotten meat?
Or crust and sugar over
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

“Dream Deferred” by Langston Hughes. Vintage Classics, a division of Vintage Books USA, New York, 1995.

[illegible]

[illegible]

[illegible]

[illegible]

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context.</p> <p>Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context. And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context. And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets several different literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets the appropriate literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Attempts to interpret literary devices in relation to prompt.</p> <p>May include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets few literary devices in relation to prompt.</p> <p>May include several inaccurate interpretations.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt.</p> <p>Interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Dream Deferred

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Advances a provocative thesis based on the prompt.</p>	<p>Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.</p> <p>Establishes a context; Clearly establishes a valid thesis based on the prompt.</p>	<p>Attempts to hook the reader, but strategies used ineffectively.</p> <p>Attempts to establish the context. Attempts to establish a thesis based on the prompt, but it is not entirely clear or complete.</p>	<p>Weak, and/or confusing attempt to hook the reader.</p> <p>Incomplete or inaccurate context. And/or Establishes a weak, confusing, and/or inaccurate thesis or one that does not address the prompt.</p>	<p>No attempt to hook reader.</p> <p>Fails to establish context. And/or Fails to establish a thesis or fails to address the prompt.</p>
<p>*</p> <p>Identifies and interprets theme and literary devices</p>	<p>Skillfully supports complex judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and skillfully interprets at least four of the literary devices in relation to prompt.</p>	<p>Effectively supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and accurately interprets three of the literary devices in relation to prompt.</p>	<p>Partially supports valid judgments using specific details and references to the poem to support the thesis.</p> <p>Identifies and interprets two of the literary devices in relation to prompt, or may include an inaccurate interpretation.</p>	<p>Most judgments are not supported with valid or clear evidence and/or most interpretations are inaccurate.</p> <p>Identifies and interprets one or two of the literary devices in relation to prompt, or may include several inaccuracies.</p>	<p>Little or no evidence to support judgment and/or inaccurate interpretation.</p> <p>Fails to identify or interpret literary devices in relation to the prompt, or interpretations are inaccurate.</p>

English Language Arts - On Demand Task
Response to Literature - Poetry - Dream Deferred

Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task #2
Response to Literature – Prose
The Joy Luck Club
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

This task assesses the student's ability to produce a response to literature with a focus on **prose**.

E2b The student produces a response to literature that:

- Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- Advances a judgment that is interpretive, analytic, evaluative, or reflective;
- Supports a judgment through references to text, references to other works, authors, nonprint media, or references to personal knowledge;
- Demonstrates understanding of the literary work through suggesting an interpretation;
- Anticipates and answers a reader's questions;
- Recognizes possible ambiguities, nuances, and complexities;
- Provides a sense of closure to the writing.

The task will also be assessed by referring to standards:

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. The student:

- Makes inferences and draws conclusions.
- Interprets ambiguities and/or subtleties.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.

Standards and Indicators

Grade Span Expectations

<p>E2b The student produces a response to literature that:</p> <ul style="list-style-type: none"> Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; Advances a judgment that is interpretive, analytic, evaluative, or reflective; Supports a judgment through references to text, references to other works, authors, nonprint media, or references to personal knowledge; Demonstrates understanding of the literary work through suggesting an interpretation; Anticipates and answers a reader's questions; Recognizes possible ambiguities, nuances, and complexities; Provides a sense of closure to the writing. <p>E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes.</p> <ul style="list-style-type: none"> Makes inferences and draws conclusions Interprets ambiguities and/or subtleties <p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <ul style="list-style-type: none"> W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by... (W-10-1.4) W-10-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... (W-10-2.1, 2.3) W-10-3 In response to literary or informational text, students make and support analytical judgments about text by... (W-10-3.1a, 3.2, 3.3, 3.4) W-10-9 In independent writing, students demonstrate command of appropriate English conventions by... (W-10-9.1, 9.2, 9.4, 9.5)
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Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Extracting quotations from the text to support student's interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response to literature.

Specific Planning for Responding to Prose

To be successful at this task, be sure your students have experience writing pieces that:

- Establish a context;
- Interpret and analyze text;
- Make inferences and draw conclusions;
- Advance a judgment;
- Analyze, interpret, and explain evidence;
- Use third person point of view (first person point of view is prohibited).

Prior to Giving This Task

- **Read and discuss the rubric**, pointing out its most important criteria;
- Remind students that only the final essay will be scored, not the pre-writing activities;
- Be sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- A dictionary and thesaurus are allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans or 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

To successfully complete this task, you should:

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric.
- **Ask questions about the rubric and prompt, if needed.**
- Read and interpret this prompt, take notes and annotate.
- Formulate your thoughts prior to writing by developing an outline, brainstorming, mapping, using graphic organizers, etc.
- Include all of the elements of the prompt in your writing.

Note the following:

- You must work alone on the task.
- You may use a dictionary and/or thesaurus.
- Make notations directly on the article.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, staple it to the booklet.
- Only your final essay will be scored, not your pre-writing activities.

Task Prompt

PROMPT: After carefully reading the attached excerpt from The Joy Luck Club, write an essay that addresses the following:

How does the narrator's attitude about her performance change?

Support your conclusions using evidence from the excerpt.

Remember: Be sure to use your references/citations (evidence) in ways that make clear to your reader how you reached your conclusions.

Excerpted from The Joy Luck Club *by Amy Tan*

When my turn came, I was very confident. I remember my childish excitement. It was as if I knew, without a doubt, that the prodigy side of me really did exist. I had no fear whatsoever, no nervousness. I remember thinking to myself, This is it! This is it! I looked out over the audience, at my mother's blank face, my father's yawn, Auntie Lindo's stiff-lipped smile, Waverly's sulky expression. I had on a white dress layered with sheets of lace, and a pink bow in my Peter Pan haircut. As I sat down I envisioned people jumping to their feet and Ed Sullivan rushing up to introduce me to everyone on TV.

And I started to play. It was so beautiful. I was so caught up in how lovely I looked that at first I didn't worry how I would sound. So it was a surprise to me when I hit the first wrong note and realized something didn't sound quite right. And then I hit another and another followed that. A chill started at the top of my head and began to trickle down. Yet I couldn't stop playing, as though my hands were bewitched. I kept thinking my fingers would adjust themselves back, like a train switching to the right track. I played this strange jumble through two repeats, the sour notes staying with me all the way to the end.

*Tan, Amy. The Joy Luck Club. G. P. Putnam's Sons: New York, P. 139.

[illegible]

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, leaving a small margin at the top. There is no handwriting or printed text on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients reader	Skillfully hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.; Establishes a context; Advances a provocative thesis that addresses the prompt.	Effectively hooks reader by using tools such as: precise and/or descriptive language, authoritative voice and/or persona, etc.; Establishes a context; Advances a valid thesis that addresses the prompt.	Attempts to hook the reader, but strategies used ineffectively; Attempts to establish the context; Attempts to advance a thesis that addresses the prompt.	Weak, and/or confusing attempt to hook the reader; Incomplete or inaccurate context; And/or Weak, confusing, or inaccurate thesis that does not address the prompt.	No attempt to hook reader; Fails to establish context; And/or Fails to advance a thesis that addresses the prompt.
* Interprets text and provides appropriate evidence	Skillfully supports complex and insightful judgments with ample and appropriate references to the text; Skillfully interprets references; Anticipates and answers reader’s questions about textual ambiguities.	Effectively supports valid judgments with references to the text; Effectively interprets references; Anticipates and answers the reader’s questions through recognition of about textual ambiguities.	Attempts to support valid judgments but lacks evidence; Attempts interpretation but lacks clarity or accuracy; Attempts to address reader’s questions about ambiguities.	Most judgments are not supported with valid or clear evidence; Most interpretations are inaccurate; Few or inaccurate attempts to address reader’s questions about ambiguities.	Judgments were not supported; Little or no interpretation attempted; Reader’s questions are not addressed.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer’s Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients reader	Skillfully hooks reader by using tools such as precise and/or descriptive language, authoritative voice and/or persona, etc.; Establishes a context; Advances a provocative thesis that addresses the prompt.	Effectively hooks reader by using tools such as precise and/or descriptive language, authoritative voice and/or persona, etc.; Establishes a context; Advances a valid thesis that addresses the prompt.	Attempts to hook the reader, but strategies used ineffectively; Incomplete or inaccurate context; Attempts to advance a thesis that addresses the prompt.	Weak, and/or confusing attempt to hook the reader; Weak or confusing context; And/or Weak, confusing, or inaccurate thesis that does not address the prompt.	No attempt to hook reader; Fails to establish context; And/or Fails to advance a thesis that addresses the prompt.
* Interprets text and provides appropriate evidence	Skillfully supports complex and insightful judgments with ample and appropriate references to the text; Skillfully interprets references; Anticipates and answers reader’s questions about textual ambiguities.	Effectively supports valid judgments with references to the text; Effectively interprets references; Anticipates and answers the reader’s questions about textual ambiguities.	Attempts to support valid judgments but lacks evidence; Attempts interpretation but lacks clarity or accuracy; Attempts to answer reader’s questions about ambiguities.	Most judgments are not supported with valid or clear evidence; And/or Most interpretations are inaccurate; Few or inaccurate attempts to answer reader’s questions about ambiguities.	Judgments were not supported; Little or no interpretation attempted; Reader’s questions are left unanswered.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____
Score _____ Scorer’s Initials _____

English Language Arts
On-Demand Task
Reflective Essay
"No Friend"
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

This task assesses the student's ability to produce a **reflective essay**.

E2f The student produces a reflective essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Analyzes a condition or situation of significance;
- Develops a commonplace, concrete occasion as the basis for the reflection;
- Creates an organizing structure appropriate to purpose and audience;
- Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, and creating a scenario;
- Provides a sense of closure to the writing.

The task also assesses standard:

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.

Standards and Indicators

Grade Span Expectations

<p>E2f The student produces a reflective essay that</p> <ul style="list-style-type: none"> Engages the reader by establishing a context and otherwise developing student interest; Analyzes a condition or situation of significance; Develops a commonplace, concrete occasion as the basis for the reflection; Creates an organizing structure appropriate to purpose and audience Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming describing, and creating a scenario: Provides a sense of closure to the writing 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-14 In Reflective writing, students explore and share thoughts, observations, and impressions by ... (W-10-14.1, .2, .3, .4, .5)</p>
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work:</p> <p>Grammar, paragraph structure, punctuation, sentence construction, spelling and usage</p>	<p>W-10-1 Student demonstrates command of the structure of sentences, paragraphs, and text by... (W-10-1.1, .2, .3, .4)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by ... (W-10-9.1, .2, 4)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Extracting quotations from the text to support student's interpretations;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response to literature.

Genre Specific Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Be familiar with reflective writing and its components;
- Have an understanding of first person point of view (although it can be written in third person point of view if a persona is created);
- Clearly identify a condition, situation or an issue;
- Create a context for the reflection;
- Be able to analyze the issue using writing strategies such as comparing and contrasting, drawing from personal experience, referring to historical happenings and/or literature, and explaining personal and/or universal implications.

Prior to Giving this Task

- **Read and discuss the rubric**, pointing out the most important criteria of the rubric;
- Clarify that only the final essay will be scored, not the pre-writing activities;
- Be sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet. Pre-writing paper should be discarded.

Teacher Directions: Administering the Task

Task Administration Directions:

- Students must work alone on the task.
- A dictionary and/or thesaurus is allowed.
- Students may write and annotate directly in the task booklet.
- Essays must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans, 504 Plans, and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

Be sure that your writing considers the following as you construct this reflective essay:

Select a situation of importance that clearly demonstrates a connection to the quote.

Engage your reader by:

- Creating an interesting opening;
- Demonstrating a clear concept of time and place;
- Analyzing your chosen topic fully;
- Using a range of writing strategies that may include comparing and contrasting, using concrete details, description, or creating a scenario;

Reminder: Be sure to use an organizing structure that contains an opening, body, and closure.

Task Prompt

“No friend is a friend until he prove a friend.”

Select a significant situation or event in your life, the life of someone close to you, or the life of a character from literature or history that exemplifies the meaning of this quotation. Write a reflective essay that analyzes the relationship between this quotation and the specific situation, person, or character you have chosen.

Remember: A reflection is not a report of factual information. It is an expression of your beliefs, perceptions, and feelings about an experience or situation.

[illegible]

[illegible]

[illegible]

[illegible]

English Language Arts – On Demand Task
Reflective Essay “No Friend”

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages the reader by establishing a context and analyzing a situation	Effectively identifies a condition, a situation, or an issue that addresses the prompt. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, a situation, or an issue that addresses the prompt. Analysis conveys significance of the condition, situation, or issue.	Identifies a condition, a situation, or an issue but does not adequately address the prompt. Attempts to convey analysis.	Identifies a condition, a situation, or an issue but does not address the prompt. Lacks analysis.	Fails to identify a condition, a situation, or an issue of significance.
* Uses a range of writing strategies	Skillfully selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Masterfully uses a more limited range of writing strategies.	Accurately selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Accurately and effectively uses a more limited range of writing strategies.	Attempts to use a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario. OR Ineffectively uses a limited range of writing strategies.	Writing strategies are used ineffectively.	There is no attempt to use a range of writing strategies.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.

English Language Arts – On Demand Task
Reflective Essay “No Friend”

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments:

Score: _____

Scorer’s Initials: _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages the reader by establishing a context and analyzing a situation	Effectively identifies a condition, a situation, or an issue that addresses the prompt. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, a situation, or an issue that addresses the prompt. Analysis conveys significance of the condition, situation, or issue.	Identifies a condition, a situation, or an issue but does not adequately address the prompt. Attempts to convey analysis.	Identifies a condition, a situation, or an issue but does not address the prompt. Lacks analysis.	Fails to identify a condition, a situation, or an issue of significance.
* Uses a range of writing strategies	Skillfully selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Masterfully uses a more limited range of writing strategies.	Accurately selects and uses a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario, OR Accurately and effectively uses a more limited range of writing strategies.	Attempts to use a range of writing strategies such as: comparing and contrasting, using concrete details, description, creating a scenario. OR Ineffectively uses a limited range of writing strategies.	Writing strategies are used ineffectively.	There is no attempt to use a range of writing strategies.
Creates an organizing structure	The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.	The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.

English Language Arts – On Demand Task
Reflective Essay “No Friend”

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments:

Score: _____

Scorer's Initials: _____

English Language Arts
On-Demand Task #3
Narrative Account
My Most Prized Possession
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																	
Last Name																	

Year of graduation				
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School																	
Teacher																	

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

This task assesses the student's ability to produce a **narrative account** (fictional or autobiographical).

E2c The student produces a narrative account that:

- Engages the reader by establishing a context;
- Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- Creates an organizing structure appropriate to purpose, audience, and context;
- Includes sensory details and concrete language;
- Uses a range of appropriate strategies such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions;
- Provides a sense of closure to the writing.

The task also assesses standard:

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar, paragraph structure, punctuation, sentence construction, spelling and usage.

Standards and Indicators

Grade Span Expectations

<p>E2c The student produces a narrative account that:</p> <ul style="list-style-type: none"> Engages the reader by establishing a context; Establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); Creates an organizing structure appropriate to purpose, audience, and context; Includes sensory details and concrete language to develop plot and character; Uses a range of appropriate strategies such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g. movement, gestures, expressions; Provides a sense of closure to the writing. 	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-4 In written narratives, students organize and relate a story line/plot/series of events by... (W-10-4.1 to 4.6)</p> <p>W-10-5 Students demonstrate use of narrative strategies to engage the reader by...(W-10-5.1 to 5.6)</p>
<p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written work: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...(W-10-1.1 to 1.4)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by... (W-10-9.1 to 9.4)</p>

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Writing under timed conditions;
- Reading and interpreting task prompts;
- Process writing stages: Formulate thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies;
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Create a persona, point of view, and context that evoke a response from the reader;
- Engage the reader by establishing a character, setting, mood, conflict, and resolution;
- Use vivid imagery, narration, characterization, sensory detail and dialogue;
- Employ a range of strategies such as dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action (movement, gestures, expression), suspense, foreshadowing, irony, and flashback;
- Exclude extraneous details to focus on prompt;
- Reflect on the significance of the event in the closure.

Prior to Giving Students This Task

- **Read and discuss the rubric before working on the task**, pointing out the most important criteria of the rubric.
- Clarify that only the final draft will be scored, not the pre-writing activities.
- Be sure students understand they should work in the task booklet. If they need extra paper to finish, it should be stapled to the booklet. Pre-writing paper should be discarded.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- A dictionary and/or thesaurus are allowed.
- Students may write and annotate directly in the task booklet.
- Work must be hand-written in the task booklet. If the student uses additional paper for the final product, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plans, 504 Plans, and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 80 minutes.

Student Directions

To successfully complete this task, you should:

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric.
- **Ask questions for clarification of the rubric if needed.**
- Read and interpret the prompt, taking notes and annotating.
- Formulate your thoughts prior to writing by developing an outline, brainstorming, mapping g, using graphic organizers, or visuals.
- Include all of the elements of the prompt and standards in your writing.

Note the following:

- You must work alone on the task.
- A dictionary and/or thesaurus are allowed.
- Write and annotate directly in the task booklet.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the booklet.
- Only the final essay will be scored, not your pre-writing activities.

Task Prompt

Prompt: Choose your most prized possession (for example, something in your room, a car, a piece of jewelry, a photograph, etc.). Tell a story of how you obtained it and why it is so important to you.

Use sensory details (language that appeals to the five senses) that draw your reader into the experience.

Remember: A narrative tells a story. To tell a good story, you need to grip your reader's interest at the very beginning and hold it right to the end.

[illegible]

[illegible]

[illegible]

[illegible]

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
* Engages and orients the reader	<p>Skillfully establishes a context that addresses the prompt and engages the reader.</p> <p>Skillfully establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Clearly establishes a context that addresses the prompt and engages the reader.</p> <p>Clearly establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Context is not clearly established and/or does not fully address the prompt.</p> <p>Lacks evidence of one or more of the following: character, plot, point of view, setting, and/or conflict.</p>	<p>Context is incoherent or causes confusion and/or ineffectively addresses the prompt.</p> <p>Lacks evidence of most of the following: character, plot, point of view, setting, characterization and/or conflict.</p>	<p>Fails to establish a situation that addresses the prompt or the elements of a narrative.</p>
* Uses a range of writing strategies	<p>Skillfully uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action, e.g. movement, gestures, expression.</p> <p>OR</p> <p>Masterfully uses a more limited range of writing strategies.</p> <p>Thoroughly maintains focus.</p> <p>Effectively employs sensory details and concrete language to develop plot and character.</p>	<p>Uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action.</p> <p>OR</p> <p>Effectively uses a more limited range of writing strategies.</p> <p>Maintains focus.</p> <p>Employs sensory details and concrete language to develop plot and character.</p>	<p>Attempts to employ a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action</p> <p>OR</p> <p>Ineffectively uses a limited range of writing strategies.</p> <p>Attempts to maintain focus.</p> <p>Attempts to use sensory details and concrete language to develop plot and character.</p>	<p>Writing strategies are used ineffectively.</p> <p>Lacks focus.</p> <p>Little use of sensory details and concrete language to develop plot and character.</p>	<p>There is no attempt to use a range of writing strategies.</p> <p>No focus.</p> <p>No use of sensory details or concrete language to develop plot and character.</p>

English Language Arts - On Demand task #3 -
Narrative Account - My Most Prized Possession

Creates an organizing structure	The narrative is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The narrative is clearly organized from beginning to end. This includes an opening, body, and closure.	The narrative includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

English Language Arts - On Demand task #3 -
Narrative Account - My Most Prized Possession

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients the reader</p>	<p>Skillfully establishes a context that addresses the prompt and engages the reader.</p> <p>Skillfully establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Clearly establishes a context that addresses the prompt and engages the reader.</p> <p>Clearly establishes a situation including character, plot, point of view, setting, and/or conflict.</p>	<p>Context is not clearly established and/or does not fully address the prompt.</p> <p>Lacks evidence of one or more of the following: character, plot, point of view, setting, and/or conflict.</p>	<p>Context is incoherent or causes confusion and/or ineffectively addresses the prompt.</p> <p>Lacks evidence of most of the following: character, plot, point of view, setting, characterization and/or conflict.</p>	<p>Fails to establish a situation that addresses the prompt or the elements of a narrative.</p>
<p>*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action, e.g. movement, gestures, expression.</p> <p>OR</p> <p>Masterfully uses a more limited range of writing strategies.</p> <p>Thoroughly maintains focus.</p> <p>Effectively employs sensory details and concrete language to develop plot and character.</p>	<p>Uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action.</p> <p>OR</p> <p>Effectively uses a more limited range of writing strategies.</p> <p>Maintains focus.</p> <p>Employs sensory details and concrete language to develop plot and character.</p>	<p>Attempts to employ a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, pacing, voice, and specific narrative action</p> <p>OR</p> <p>Ineffectively uses a limited range of writing strategies.</p> <p>Attempts to maintain focus.</p> <p>Attempts to use sensory details and concrete language to develop plot and character.</p>	<p>Writing strategies are used ineffectively.</p> <p>Lacks focus.</p> <p>Little use of sensory details and concrete language to develop plot and character.</p>	<p>There is no attempt to use a range of writing strategies.</p> <p>No focus.</p> <p>No use of sensory details or concrete language to develop plot and character.</p>

English Language Arts - On Demand task #3 -
Narrative Account - My Most Prized Possession

Creates an organizing structure	The narrative is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.	The narrative is clearly organized from beginning to end. This includes an opening, body, and closure.	The narrative includes an opening, body, and closure; however, one or more of these elements is not fully developed.	The organization is incomplete or one or more of the elements causes confusion.	No organization is evident.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.

Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task
Persuasive Essay with Reading Selection
School Nutrition
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
---------------------------	--	--	--	--

School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- Restates or summarizes information;
- Relates new information to prior knowledge and experience;
- Extends ideas; Makes connections to related topics or information.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Standards and Indicators

Grade Span Expectations

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- Restates or summarizes information;
- Relates new information to prior knowledge and experience;
- Extends ideas;

Makes connections to related topics or information.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.

W-10-6 In informational writing, students organize ideas/ concepts by ...W-10-6.1to 10-6.4

W-10 7 In informational writing, students effectively convey purpose by... W-10-7.2 to 10-7/5.

W-10-8 In informational writing, students demonstrate use of range of elaboration strategies by ...10-8.2-8.5

W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...10-9.1, 9.2 ,9.4, 9.5

W-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...10-7.2, 7.3

W-10-8 Analyze and interpret informational text, citing evidence as appropriate by...10-8.1,8.2, 8.3, 8.5

W-10-1 Students demonstrate command of the structures of sentences, paragraphs and text.

R-10-7 Demonstrate initial understanding of informational texts by... R-10-7.2, 7.3, 7.4

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by... R-10-1, 2, 3, 4, 5, 6.

Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Reading and interpreting task prompts;
- Process writing stages: Formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Writing hooks and leads that engage the reader and connect to the response's context;
- Using rhetorical strategies;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Develop a controlling idea/position statement (thesis);
- Include appropriate evidence;
- Use a range of strategies to elaborate ideas and persuade their audience;
- Engage the reader by using a variety of strategies, i.e., anecdotes, statistics, loaded language, facts, details, descriptions, examples, compare/contrast, emotional appeal, counterargument, rebuttal, scenarios etc.
- Create an organized structure from beginning to end;
- Demonstrate control of the English language.

Prior to giving this task

- Review the prompt and rubric to understand which indicators of the standard will be assessed;
- Read and discuss the rubric before working on a task, pointing out the most important criteria of the rubric.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- A dictionary or thesaurus is allowed.
- Essays must be hand-written in the task booklet. If the student uses additional paper, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plan, 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 135 minutes due to the reading selection.

Student Directions

For this task, you will be asked to write a multi-paragraph response to the prompt. Begin by carefully reading the student directions, prompt, and rubric.

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric and the demands of the prompt.

You must provide the following:

- You must work alone on the task.
- A dictionary and/or thesaurus is allowed.
- Make notations directly on the article.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the task booklet.
- Only the final essay will be scored, not your pre-writing activities.

Task Prompt

Prompt: After reading the article below, “Texas Becomes Sour on Sweets in Schools”, address the following question:

Do you think the policy implemented in Texas should be instituted in your school?

Take a stand on this issue and write an essay to convince the reader of your position on whether schools have a responsibility to contribute to the reduction of obesity in children.

Remember: Your task is to convince the audience to take your position on this issue by using evidence such as facts, descriptions, examples, counter arguments and/or a scenario.

“Texas Becomes Sour on Sweets in Schools”

Source: *Houston Chronicle*

Date: August 6, 2003

Aug. 6--New rules designed to curb obesity and improve student health prohibit school districts from providing elementary children with soda, hard candy or gum during the school day, a state agency announced Tuesday.

The policy, which the Texas Department of Agriculture put into effect Friday, also bans middle school students from buying those items during breakfast and lunch. It also means parents can't bring sodas or lollipops to class parties and teachers can't give out hard candy or gum as treats.

"Children are required to be in school a certain number of days for a certain number of hours," said Susan Combs, Texas Department of Agriculture commissioner. "The school food environment is critically important to their well-being."

Those items banned are considered foods that do not meet the U.S. Department of Agriculture's standard of minimal nutritional value. Previous policy banned the sale of those foods in cafeterias during breakfast and lunch for all grade levels.

The policy is the first major initiative the department has implemented since it took over the Child Nutrition Program from the Texas Education Agency last month.

"I can't see any reason why a kindergartner or a third-grader needs a soft drink during the school day," Combs said. "But there are beverage companies scattered throughout elementary schools in this state, and that's no longer acceptable."

The new policy is a move in the right direction, said Mercedes Alejandro, president of Parents for Public Schools of Houston.

"We have so much obesity in our children, and everyone has to contribute toward fighting that problem," she said. "I believe many parents and families need to learn more nutritious options for their children."

In Houston, 19 percent of school-age children are seriously overweight. Another 37 percent, or 365,000, weigh at least 20 percent more than their ideal weights, according to a 2000 study in the Houston Independent School District.

Alejandro said the only problem with the policy is that it does not address problems in high schools.

"I would like to see restrictions at all schools because consumption of these products can lead to obesity at any age," she said.

Adriana Villarreal, a spokeswoman for the Houston Independent School District, said the policy is the latest in a line of local initiatives aimed to reduce the number of overweight children in this area, she said.

"We are trying to educate parents and students that they can make wise decisions with their eating habits," Villarreal said. "Kids' eating habits are formed when they are young."

HISD school cafeterias will also begin serving healthier versions of foods this year, such as pizza, tacos and spaghetti, she said. Physical education and health teachers are educating students on how to eat smart and stay healthy.

On Tuesday, about 300 HISD school food managers attended a training course on how to prepare the healthier meals, Villarreal said.

"We want to make fruits and vegetables more presentable," Villarreal said. "We might cut an orange in a really cool way and put a strawberry on top so it will look as good as if it were a tart."

Kirk Lewis, a spokesman for the Pasadena school district, said he understands the need for the regulations.

"We hear more and more about the health problems of our children in terms of obesity," he said. "The policy in that way makes some sense, but it is going to be a dramatic change with our parents and staff and the kids. It may be seen by some as a case of overkill when it comes to a Christmas party."

Lewis said one of the key issues with the policy would be informing the parents of the new provisions.

In the Clear Creek school district in Galveston, Catherine Horton, director of food services, said the policy would not affect the district because campuses already comply.

"We haven't had foods of minimum nutritional value for as long as I can recall. We don't do gum and all that," she said.

Representatives from Fort Bend and Alief also said the new policy should not affect their districts.

Combs said the department has other plans for addressing nutrition in public schools. Her office has begun an investigation of the relationships between school districts and vending machine companies. "In some cases, schools can make millions of dollars off of the vending machines," Combs said.

Many area districts have contracts with soft drink companies like Coca-Cola. David Sords, spokesman for Houston-area Coca-Cola, said the company understands Combs' concern about obesity and offers other types of drinks, like water, fruit juices and sports drinks, when meeting with districts.

Combs said districts in Los Angeles, New York and Wisconsin have banned junk food altogether.

"When you have the population we have as obese as it is... we have to do something more," she said. "It is absolutely essential that we do everything within our power to help our children live healthy lives."

Chronicle reporter Ruth Rendon contributed to this story.

To see more of the *Houston Chronicle*, or to subscribe to the newspaper, go to <http://www.HoustonChronicle.com>

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>An attempt to establish context, but it is weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence from the text and prior knowledge;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses several counterpoints and advances respective rebuttals;</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence from the text and prior knowledge;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses at least one counterpoint and advances a respective rebuttal;</p> <p>Uses at least one strategy to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citations.</p> <p>Lack of clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - School Nutrition

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but it are weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence from the text and prior knowledge;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses several counterpoints and advances respective rebuttals;</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence from the text and prior knowledge;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses at least one counterpoint and advances a respective rebuttal;</p> <p>Uses at least one strategy to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citations.</p> <p>Lack of clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - School Nutrition

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____

English Language Arts
Extended Task # 1b
Reflective Essay
Stereotyping in Life and Literature
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of Graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2f The student produces a reflective essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Analyzes a condition or situation of significance;
- Develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- Creates an organizing structure appropriate to purpose and audience;
- Uses a variety of writing strategies, such as concrete details, comparing and contrasting, describing, creating a scenario;
- Provides a sense of closure to the writing.

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- Restates or summarizes information;
- Relates new information to prior knowledge and experience;
- Extends ideas;
- Makes connections to related topics or information;

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar; paragraph structure; punctuation; sentence construction; spelling; and usage.

E4b The student analyzes and subsequently revises work to clarify or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.

Strategies for revising include:

- Adding or deleting details and/or explanations;
- Clarifying difficult passages;
- Rearranging words, sentences, and paragraphs to improve or clarify meaning;
- Sharpening the focus;
- Reconsidering the organizational structure;
- Rethinking and/or rewriting the piece in light of different audiences and purposes.

Standards and Indicators Assessed *(Continued)*

E5a The student responds to nonfiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- Makes thematic connections among literary texts, public discourse, and media;
- Analyzes the characteristics of literary forms and genres;
- Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- Interprets the effects of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- Evaluates the stance of a writer in shaping the presentation of a subject;
- Understands the role of tone in presenting literature (both fictional and non-fictional);
- Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

A3a The student gathers information to assist in completing project work; that is, the student:

- Identifies potential sources of information to assist in completing the project;
- Uses appropriate techniques to collect the information;
- Interprets and analyzes the information;
- Evaluates the information in terms of completeness, relevance, and validity;
- Shows evidence of research in the completed project.

A3c The student uses word-processing software to produce a multi-page document; that is, the student:

- Uses features of the software to create and edit the document;

Standards and Indicators	Grade Span Expectations
E1c - The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by... (R-10-8.1-8.5)</p>
<p>E2f The student produces a reflective essay that</p> <ul style="list-style-type: none"> Engages the reader by establishing a context and otherwise developing student interest; Analyzes a condition or situation of significance; Develops a commonplace, concrete occasion as the basis for the reflection; Creates an organizing structure appropriate to purpose and audience Uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming describing, and creating a scenario: Provides a sense of closure to the writing. 	<p>W-10-14 In Reflective writing, students explore and share thoughts, observations, and impressions by ...(W-10-14.1, .2, .3, .4, .5)</p>
<p>E4a – The student independently and habitually demonstrates an understanding of the rules of the English language . . .</p> <p>Grammar, paragraph structure, punctuation, sentence construction, spelling and usage.</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text by... (W-10-1.1-1.4)</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions ... (W-10-9.1-9.5)</p>
<p>E4b -The student analyzes and subsequently revises . . .</p>	<p>W-10-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>
<ul style="list-style-type: none"> E5a The student responds to nonfiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: 	<p>R-10-4 Demonstrate initial understanding of elements of literary texts by...(R-10-4.5)</p> <p>R-10-5 Analyze and interpret elements of literary</p>

<ul style="list-style-type: none"> • Makes thematic connections among literary texts, public discourse, and media; • Analyzes the characteristics of literary forms and genres; • Makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles; • Interprets the effects of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; • Evaluates the stance of a writer in shaping the presentation of a subject; • Understands the role of tone in presenting literature (both fictional and non-fictional); • Demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them. 	<p>texts, citing evidence where appropriate by...(R-10-5.4-5.5)</p> <p>R-10-6 Analyze and interpret authors craft, citing evidence where appropriate by...(R-10-6.1)</p> <p>R-10-16 Generates a personal response to what is read through a variety of means...(R-10-16.1-16.2)</p> <p>W-10-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... (W-10-2.1, 2.3)</p> <p>W-10-3 In response to literary or informational text, students make and support analytical judgments about text by... (W-10-3.1, 3.2, 3.3)</p>
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Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Reading and interpreting task prompts;
- Utilizing process writing stages: Encouraging students to formulate their thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Writing hooks and leads that engage the reader and connect to the response's context;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Be familiar with reflective writing and its components;
- Have an understanding of first person point of view (although it can be written in third person point of view if a persona is created);
- Clearly identify a condition, situation or an issue;
- Create a context for the reflection;
- Analyze the issue using writing strategies such as comparing and contrasting, drawing from personal experience, referring to historical happenings and/or literature, and explaining personal and/or universal implications;
- Find, select, and cite evidence in appropriate MLA format.

Prior to Beginning This Task

- Clarify that the final essay will be scored only if the first draft with evidence of editing is also submitted in the task booklet;
- Read and discuss the rubric, pointing out the most important criteria of the rubric.
- Provide opportunities for students to practice proper MLA formatting. Refer to the MLA Handbook for Writers of Research Papers, 6th ed. by Joseph Gibaldi as well as the MLA examples included in the Teacher Task Manual.

Teacher Directions: Administering the Task

Task Administration Directions:

- Prior to administering the extended task, familiarize yourself with the Teacher Manual.
- Be sure your students have read one of the following literary selections:
 - *Animal Farm*
 - *The Crucible*
 - *The Great Gatsby*
 - *Huck Finn*
 - *Lord of the Flies*
 - *Monster (Walter Dean Myers)*
 - *Of Mice and Men*
 - *A Raisin in the Sun*
 - *Romeo and Juliet*
 - *To Kill a Mockingbird*
 - *Twelve Angry Men*
- This extended task should take two to four weeks to complete.
- While this is an independent task, **teachers must conference individually with students** prior to submission of the final version. In addition, students should be provided class time to work with the teacher for any of the following as needed: research, writing, conferencing about the first draft, and revising.
- The use of word processing is **mandatory**. The final draft must be double-spaced in Times New Roman font with 12-point type size.
- A rough draft with evidence of revisions and the final copy must be stapled to the task booklet **with the final copy on top**.
- Modifications for task administration for Individual Educational Plans, 504 Plans, and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Student Directions

For this task, you will be asked to read a selected text, research an issue, and reflect, write and revise an essay. Begin by carefully reading the student directions, the prompt, and the rubric.

After having read one text from the list below:

Animal Farm

The Crucible

The Great Gatsby

Huck Finn

Lord of the Flies

Monster (Walter Dean Myers)

Of Mice and Men

A Raisin in the Sun

Romeo and Juliet

To Kill a Mockingbird

Twelve Angry Men

- Research a contemporary issue that connects to the stereotyping you have identified in your selected text.
- Write a multi-page researched reflective response in a two to four week timeline.
- Cite your sources using proper MLA format including a Works Cited page.
- Type your final draft in double-spaced, Times New Roman font with 12-point type size.
- Staple your first draft (with evidence of revisions) and the final version to the task booklet **with the final version on top**.
- Be sure to reference your selected text in addition to other research in your final essay.
- Work independently. You must research, reflect, write, conference with teacher and revise your work.

Any research that is not appropriately documented will be considered plagiarized, and the task will not be scored. MLA format must be used. Please refer to the MLA Handbook for Writers of Research Papers, 6th ed. by Joseph Gibaldi.

Task Prompt

Stereotyping is often defined as the act of holding preconceived judgments about one group. Stereotyping is evident in many aspects of daily life and also in many works of literature.

Prompt: *Write an analytical reflection connecting the effects of stereotyping identified in the selected text to an issue in contemporary society.*

Your personal essay must include at least three to five sources using at least two different types of the following: textbooks, magazine articles, on-line materials, expert interviews, visual and audio materials, functional documents, and public documents to support your reflection.

Remember: The purpose of this essay is to reflect on the connections between literature and life and to draw conclusions.

Scorer 1

The rubric explains the elements of the prompt and standards that should be in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard for all expectations.**

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
<p>*</p> <p>Engages the reader by establishing a context and analyzing a situation</p>	<p>Effectively identifies an issue that addresses the prompt.</p> <p>Complex analysis conveys insight into the significance of the issue with consistent reference to facts, descriptions, direct quotations from selected text, and examples from research.</p> <p>Uses evidence from selected text to draw complex connections between the text and the thesis.</p> <p>Quality and/or quantity of evidence cited exceed the demands of the task prompt.</p>	<p>Clearly identifies an issue that addresses the prompt.</p> <p>Analysis conveys insight into the significance of the issue with adequate reference to any of the following: facts, descriptions, direct quotations, or examples from the research.</p> <p>Uses evidence from selected text to support the thesis of the essay.</p> <p>Evidence cited meets the demands of the task prompt.</p>	<p>Identifies an issue but does not adequately address the prompt.</p> <p>Attempts to convey insight into the significance of the issue with occasional reference to any of the following: facts, descriptions, direct quotations, or examples from the research.</p> <p>Uses evidence from selected text that does not always support the thesis of the essay.</p> <p>Evidence cited meets a portion of the demands of the task prompt.</p>	<p>Identifies an issue but does not address the prompt.</p> <p>Lacks insight with few references to the research.</p> <p>Uses evidence from the selected text that does not support the thesis of the essay.</p> <p>Evidence cited meets few demands of the task prompt.</p>	<p>Does not meet demands of task prompt.</p>
<p>*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.</p>	<p>Accurately employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.</p>	<p>Attempts to employ a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.</p>	<p>Writing strategies are used ineffectively.</p>	<p>There is no attempt to use a range of writing strategies.</p>

English Language Arts Extended Task
Reflective Essay – Stereotyping in Life and Literature

<p>* Creates an organizing structure</p>	<p>The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure.</p> <p>Uses varied sentence structure to enhance meaning.</p> <p>Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions skillfully.</p> <p>Purpose, audience, and context are skillfully addressed.</p>	<p>The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure.</p> <p>Uses appropriate sentence structure to enhance meaning.</p> <p>Uses organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions appropriately.</p> <p>Purpose, audience and context are effectively addressed.</p>	<p>The response is not clearly organized or not organized throughout.</p> <p>Some components are ineffective.</p> <p>Purpose, audience and context are not successfully addressed.</p>	<p>The response is not organized. Most of the components are ineffective.</p> <p>Purpose, audience and/or context are not addressed.</p>	<p>The response is incoherent. The components are missing.</p> <p>Purpose, audience and context are not addressed.</p>
<p>* Demonstrates control of English language conventions.</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>	<p>Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Work is incoherent.</p>
<p>* Demonstrates use of MLA Documentation</p>	<p>All MLA conventions are followed accurately.</p>	<p>Minor errors in the MLA format do not compromise information regarding sources.</p>	<p>Many errors in MLA format compromise information regarding sources.</p>	<p>Major errors in MLA format compromise information regarding sources.</p>	<p>No evidence of documentation</p>

Comments _____

Score _____ Scorer's Initials _____

Scorer 2

The rubric explains the elements of the prompt and standards that should be in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard for all expectations.**

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Little or No Evidence 0
<p>*</p> <p>Engages the reader by establishing a context and analyzing a situation</p>	<p>Effectively identifies an issue that addresses the prompt.</p> <p>Complex analysis conveys insight into the significance of the issue with consistent reference to facts, descriptions, direct quotations from selected text, and examples from research.</p> <p>Uses evidence from selected text to draw complex connections between the text and the thesis.</p> <p>Quality and/or quantity of evidence cited exceed the demands of the task prompt.</p>	<p>Clearly identifies an issue that addresses the prompt.</p> <p>Analysis conveys insight into the significance of the issue with adequate reference to any of the following: facts, descriptions, direct quotations, or examples from the research.</p> <p>Uses evidence from selected text to support the thesis of the essay.</p> <p>Evidence cited meets the demands of the task prompt.</p>	<p>Identifies an issue but does not adequately address the prompt.</p> <p>Attempts to convey insight into the significance of the issue with occasional reference to any of the following: facts, descriptions, direct quotations, or examples from the research.</p> <p>Uses evidence from selected text that does not always support the thesis of the essay.</p> <p>Evidence cited meets a portion of the demands of the task prompt.</p>	<p>Identifies an issue but does not address the prompt.</p> <p>Lacks insight with few references to the research.</p> <p>Uses evidence from the selected text that does not support the thesis of the essay.</p> <p>Evidence cited meets few demands of the task prompt.</p>	<p>Does not meet demands of task prompt.</p>
<p>*</p> <p>Uses a range of writing strategies</p>	<p>Skillfully employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.</p>	<p>Accurately employs a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario</p>	<p>Attempts to employ a range of writing strategies such as concrete details, comparing and contrasting, describing, or creating a scenario.</p>	<p>Writing strategies are used ineffectively.</p>	<p>There is no attempt to use a range of writing strategies.</p>

English Language Arts Extended Task
Reflective Essay – Stereotyping in Life and Literature

* Creates an organizing structure	<p>The writing is skillfully organized from beginning to end. This includes a complex or insightful opening, body, and closure.</p> <p>Uses varied sentence structure to enhance meaning.</p> <p>Uses complex organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions skillfully.</p> <p>Purpose, audience, and context are skillfully addressed.</p>	<p>The writing is clearly organized from beginning to end. This includes an effective opening, body, and closure.</p> <p>Uses appropriate sentence structure to enhance meaning.</p> <p>Uses organizational structures within paragraphs (such as cause/effect and proposals and development).</p> <p>Uses paragraph structures and transitions appropriately.</p> <p>Purpose, audience and context are effectively addressed.</p>	<p>The response is not clearly organized or not organized throughout.</p> <p>Some components are ineffective.</p> <p>Purpose, audience and context are not successfully addressed.</p>	<p>The response is not organized. Most of the components are ineffective.</p> <p>Purpose, audience and/or context are not addressed.</p>	<p>The response is incoherent. The components are missing.</p> <p>Purpose, audience and context are not addressed.</p>
* Demonstrates control of English language conventions.	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>	<p>Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Work is incoherent.</p>
* Demonstrates use of MLA Documentation	<p>All MLA conventions are followed accurately.</p>	<p>Minor errors in the MLA format do not compromise information regarding sources.</p>	<p>Many errors in MLA format compromise information regarding sources.</p>	<p>Major errors in MLA format compromise information regarding sources.</p>	<p>No evidence of documentation</p>

Comments _____

Score _____ Scorer's Initials _____

English Language Arts
On-Demand Task
Persuasive Essay
TV Violence
2004-2005

Please PRINT your formal name and the additional information requested in the spaces below.

First Name																
Last Name																

Year of graduation				
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School																
Teacher																

	Month			Day			Year	
Today's Date			/			/		

Standards and Indicators Assessed

E2e The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- Develops a controlling idea that makes a clear and knowledgeable judgment;
- Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- Includes appropriate information and arguments;
- Excludes information and arguments that are irrelevant;
- Anticipates and addresses reader concerns and counter-arguments;
- Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- Provides a sense of closure to writing.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Standards and Indicators

Grade Span Expectations

<p>E2e The student produces a persuasive essay that:</p> <ul style="list-style-type: none"> Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; Develops a controlling idea that makes a clear and knowledgeable judgment; Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively; Includes appropriate information and arguments; Excludes information and arguments that are irrelevant; Anticipates and addresses reader concerns and counter-arguments; Uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes; Provides a sense of closure to writing. <p>E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</p>	<p>Teachers please refer to the indicators in parentheses for a complete explanation of the GSE stem.</p> <p>W-10-6 In informational writing, students organize ideas/ concepts by ...W-10-6.1to 10-6.4</p> <p>W-10 7 In informational writing, students effectively convey purpose by... (W-10-7.2 to 10-7/5)</p> <p>W-10-8 In informational writing, students demonstrate use of range of elaboration strategies by ...10-8.2-8.5</p> <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...10-9.1, 9.2 ,9.4, 9.5</p> <p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs and text.</p>
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Teacher Directions: Preparing Students for the Task

General Planning

Choose a task that matches prior instruction you have given these students.

To be successful at this task, be sure your students practice the following:

- Reading and interpreting task prompts;
- Process writing stages: Formulating thoughts before writing by developing an outline, map, or other graphic organizer, and using revision strategies.
- Writing hooks and leads that engage the reader and connect to the response's context;
- Using rhetorical strategies;
- Writing with a controlling idea or a valid thesis;
- Using rubrics for checking one's own work and determining what makes a good response.

Genre Specific Planning

To be successful at this task, students must be able to:

- Develop a controlling idea/position statement (thesis);
- Include appropriate evidence;
- Use a range of strategies to elaborate ideas and persuade their audience;
- Engage the reader by using a variety of strategies, i.e., anecdotes, statistics, loaded language, facts, details, descriptions, examples, compare/contrast, emotional appeal, counterargument, rebuttal, scenarios etc.
- Create an organized structure from beginning to end;
- Demonstrate control of the English language.

Prior to giving this task

- Review the prompt and rubric to understand which indicators of the standard will be assessed;
- Read and discuss the rubric before working on a task, pointing out the most important criteria of the rubric.

Teacher Directions: Administering the Task

- Students must work alone on the task.
- A dictionary or thesaurus is allowed.
- Essays must be hand-written in the task booklet. If the student uses additional paper, it should be stapled to the booklet.
- Modifications for task administration for Individual Educational Plan, 504 Plans and/or Personal Literacy Plans (PLPs) are permitted. Please describe the modifications below:

Time: _____

Passage read aloud: _____

Typing: _____

Other: _____

Time: This task may be carried out over two separate days or during one block period. In either case, students should not exceed a total of 90 minutes.

Student Directions

For this task, you will be asked to write a multi-paragraph response to the prompt. Begin by carefully reading the student directions, prompt, and rubric.

- Review the standards and indicators specific to this task.
- Read and discuss the rubric prior to working on the task.
- Identify the most important criteria of the rubric and the demands of the prompt.

You must provide the following:

- You must work alone on the task.
- A dictionary and/or thesaurus is allowed.
- Your essay must be hand-written in the task booklet. If you use additional paper for your final product, it should be stapled to the task booklet.
- Only the final essay will be scored, not your pre-writing activities.

Task Prompt

Prompt: There is considerable debate on the issue of TV violence. Many people argue that violence on television influences children and teens to become increasingly more violent in real life.

Task: *Take a stand on the above issue and write a persuasive essay that will convince your reader of your position on whether violence on TV causes increased violence among children and teens in real life. Use evidence from real life and/or prior knowledge to support your position.*

Remember: Your task is to convince your audience to take your position on this issue by using evidence such as facts, descriptions, examples, counter arguments/or a scenario.

Scorer 1

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but it is weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses several counterpoints and advances respective rebuttals;</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence, citing sources of information when appropriate;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses at least one counterpoint and advances a respective rebuttal;</p> <p>Uses at least one strategy to persuade, e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citation.</p> <p>Lacks clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade.</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - TV Violence

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____

Scorer 2

This rubric explains the elements of the prompt and standards that should be included in the work. To achieve a successful score on this task, a student **must MEET or EXCEED standard on those expectations with an asterisk**. In addition, a student cannot meet standard on this task if he/she receives “Below standard” or “Little or no evidence” on any of the expectations.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1	Little or no evidence 0
<p>*</p> <p>Engages and orients reader</p>	<p>Skillfully establishes a context and engages the reader.</p> <p>Advances an insightful or complex thesis/develops a controlling idea that addresses the prompt.</p>	<p>Clearly establishes a context and engages the reader.</p> <p>Advances a valid thesis/develops a controlling idea that addresses the prompt.</p>	<p>Attempts to establish context and engage the reader, however introduction is not entirely clear.</p> <p>Advances an incomplete thesis/controlling idea in relation to the prompt.</p>	<p>Attempts to establish context, but it is weak and/or confusing.</p> <p>Advances an inaccurate/or very weak thesis/controlling idea in relation to the prompt.</p>	<p>Fails to establish context.</p> <p>Lacks a thesis or controlling idea in relation to the prompt.</p>
<p>*</p> <p>Provides evidence/ analysis</p>	<p>Effectively supports valid arguments with detailed evidence, citing sources of information when appropriate;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses several counterpoints and advances respective rebuttals;</p> <p>Uses several strategies to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Supports valid arguments with detailed evidence, citing sources of information when appropriate;</p> <p>Analyzes evidence in relation to the thesis;</p> <p>Addresses at least one counterpoint and advances a respective rebuttal;</p> <p>Uses at least one strategy to persuade, for e.g., anecdotes, statistics, emotionally-laden language, details, descriptions, examples, compare/contrast, etc.</p>	<p>Attempts to support arguments but some evidence lacks clarity, accuracy or correct citations.</p> <p>Lack of clarity in analysis.</p> <p>Lacks a clear counterpoint and/or rebuttal.</p> <p>Uses unclear or ineffective strategies to persuade</p>	<p>Most arguments are not supported with valid or clear evidence.</p> <p>Most interpretations are inaccurate and/or not correctly cited.</p> <p>Little or no attempt at counterpoint and rebuttal.</p> <p>Little attempt at using strategies to persuade.</p>	<p>Little or no evidence to support arguments.</p> <p>Little or no analysis and citations.</p> <p>No clear counterargument and/or rebuttal.</p> <p>Little or no attempt at using strategies to persuade.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure that are complex.</p>	<p>The response is clearly organized from beginning to end; this organization can be, but is not necessarily, sequential. This includes an opening, body, and closure.</p>	<p>The response includes an opening, body, and closure; however, one or more of these elements is not fully developed.</p>	<p>The organization is incomplete or one or more of the elements causes confusion.</p>	<p>No organization is evident.</p>

English Language Arts - On Demand Task
Persuasive Essay - TV Violence

Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	Demonstrates no control of usage, grammar, punctuation, sentence construction, and spelling. Work is incoherent.
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Comments _____

Score _____ Scorer's Initials _____